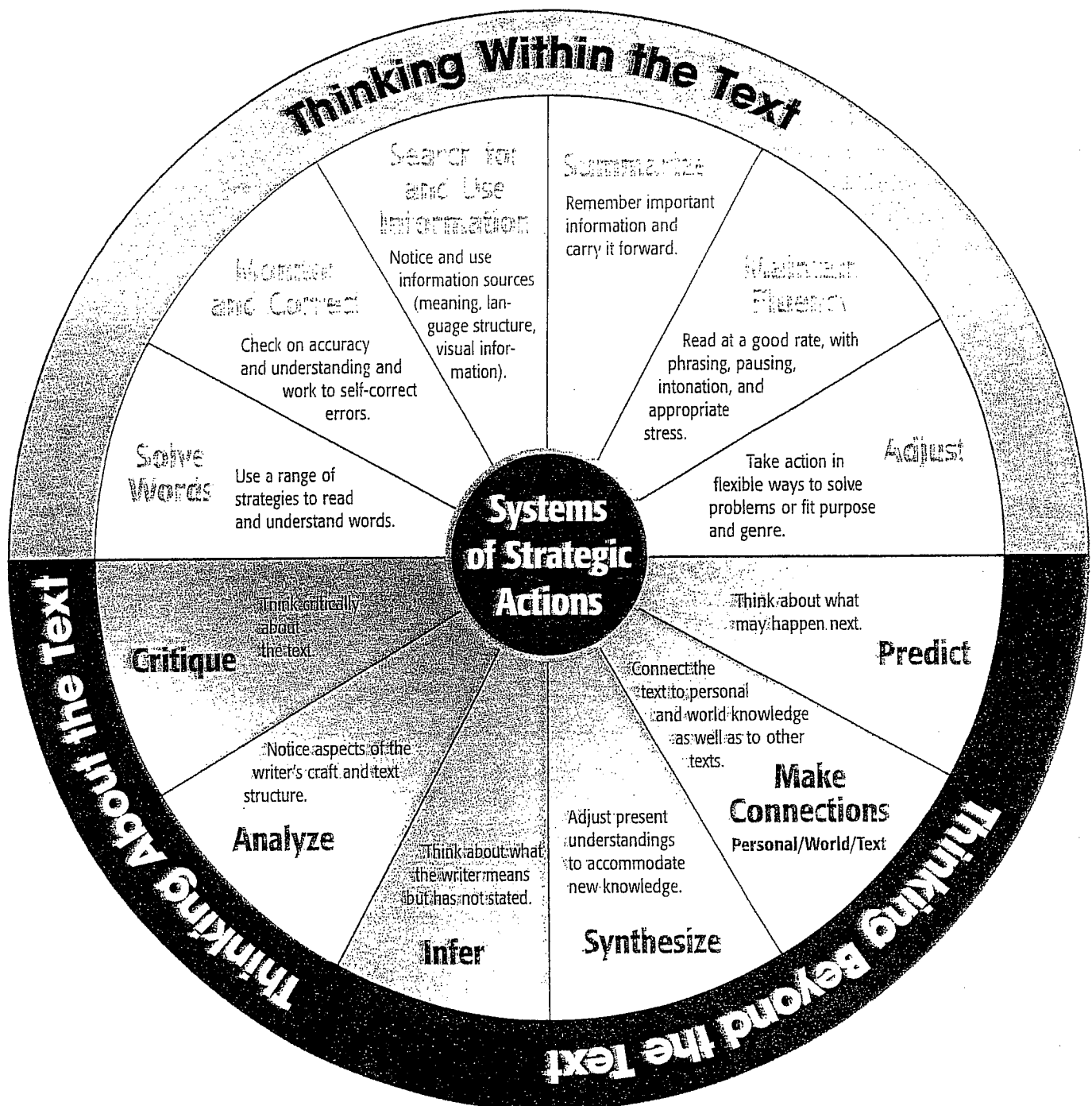


Processing Systems for Reading



THE 12 SYSTEMS OF STRATEGIC ACTIONS

Ways of Thinking

**Thinking
Within
the Text**

**Thinking
Beyond
the Text**

**Thinking
About
the Text**

Systems of Strategic Actions for Processing Written Texts

Solving Words	Using a range of strategies to take words apart and understand what words mean.
Monitoring and Correcting	Checking whether reading sounds right, looks right, and makes sense, and working to solve problems.
Searching for and Using Information	Searching for and using all kinds of information in a text.
Summarizing	Putting together and remembering important information and disregarding irrelevant information while reading.
Maintaining Fluency	Integrating sources of information in a smoothly operating process that results in expressive, phrased reading.
Adjusting	Reading in different ways as appropriate to the purpose for reading and type of text.
Predicting	Using what is known to think about what will follow while reading continuous text.
Making Connections <ul style="list-style-type: none">• Personal• World• Text	Searching for and using connections to knowledge gained through personal experiences, learning about the world, and reading other texts.
Inferring	Going beyond the literal meaning of a text to think about what is not stated but is implied by the writer.
Synthesizing	Putting together information from the text and from the reader's own background knowledge in order to create new understandings.
Analyzing	Examining elements of a text to know more about how it is constructed and noticing aspects of the writer's craft.
Critiquing	Evaluating a text based on the reader's personal, world, or text knowledge and thinking critically about the ideas in it.

Guided Reading Development Over Time*

	Emergent Readers	Early Readers	Transitional Readers	Self-extending
Description	<ul style="list-style-type: none"> use mostly information from pictures may attend to and use some features of print may notice how print is used may know some words use the introduced language pattern of books respond to texts by linking meaning with their own experiences are beginning to make links between their own oral language and print 	<ul style="list-style-type: none"> rely less on pictures and use more information from the print have increasing control of early reading strategies know several frequently used words automatically read using more than one source of information read familiar texts with phrasing and fluency exhibit behaviors indicating strategies such as monitoring, searching, cross-checking, and self-correction 	<ul style="list-style-type: none"> have full control of early strategies use multiple sources of information while reading for meaning integrate the use of cues have a large core of frequently used words notice pictures but rely very little on pictures to read the text for the most part, read fluently with phrasing read longer, more complex texts 	<ul style="list-style-type: none"> use all sources of information flexibly solve problems in independent way read with phrasing fluency extend their understanding by reading a wide range of texts for different purposes read for meaning, solving problems in an independent way continue to learn from reading read much longer, more complex texts read a variety of genres
Age & Grade Range	<ul style="list-style-type: none"> approximately age 2 to 7 Preschool to early Grade 1 	<ul style="list-style-type: none"> approximately 5 to 7 Kindergarten to Grade 1 	<ul style="list-style-type: none"> approximately 5 to 7 Kindergarten to Grade 2 	<ul style="list-style-type: none"> approximately 6 to 9 Grades 1 to 3
What might guided reading be like?	<ul style="list-style-type: none"> Reading will be moving from shared to guided reading. The teacher prompts children to use pictures and to use language. The focus is on early strategies such as one-to-one matching and directionality. 	<ul style="list-style-type: none"> After the introduction, children independently read the whole book, solving difficulties with little help 	<ul style="list-style-type: none"> Each child reads the whole text independently after the introduction. Often, children can read the whole text with just a summary overview. Teachers continue to provide a fuller introduction when a text with new features is introduced. 	<ul style="list-style-type: none"> Children read the whole text independently with a brief overview or provocative introduction. New text features are carefully introduced. They may come together to discuss particular aspects of text (like characters or setting) at appropriate breaks in the reading (for example, of chapter books) or they may extend reading in responsive ways.
What might the introduction be like?	<p>The introduction:</p> <ul style="list-style-type: none"> is rich, providing children with language and patterns of the book may draw attention to frequently used words covers the whole book as a transition from shared reading, may include a complete reading by the teacher, with children joining in, before children read on their own 	<p>The introduction:</p> <ul style="list-style-type: none"> ranges from fully covering the book to just providing a brief overview before reading focuses on particular words by locating them introduces unfamiliar language structures provides a strong support for meaning 	<p>The introduction:</p> <ul style="list-style-type: none"> may involve brief support that enables independent reading of the text may include less detail but continues to provide a good framework for reading familiarizes readers with new concepts, particular vocabulary words, and unusual language structures assures that students are tuned in to the meaning of the selection 	<p>The introduction:</p> <ul style="list-style-type: none"> may be provocative in terms of arousing interest or questions in the reader's mind may be geared to helping children notice aspects of text or understand the structure of different genres may build an understanding of the importance of previewing a text before reading has the goal of enabling children to introduce books to themselves

*Development is unique and complex, so these provide only a broad frame for observing changing patterns.

FIGURE 14-1 Guided reading development over time